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ABSTRACT

This program, included in "Effective Reading Programs....," serves 391 disadvantaged ninth- and tenth-grade students (about 20 percent are black) at eleven large city high schools in Phoenix. The program was begun in 1971 for students entering the ninth grade. By high school graduation, all students (excluding mentally handicapped and learning disability students) are required to pass twelve skill areas on a locally developed reading test. The skill areas covered in the program and required for graduation include using the context to find the meaning of unknown words, picking out main ideas, seeing relationships, recognizing cause and effect, following written directions, using the table of contents and index, and working with charts, graphs, and tables. In the reading centers, students use a wide variety of audiovisual materials and district-developed instructional minipacs. Some students participate in computer-assisted instruction. Reading teachers work with subject-matter teachers to ensure that students receive vocabulary-building exercises and productive reading assignments in their classes. (RB/AIR)

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PROSPECTUS ON READING PROGRAMS



Submitted by:

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Reading Supervisor
Phoenix Union High School District

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CS 002 089

PURPOSE OF THE PROSPECTUS

The purpose in presenting this prospectus on reading programs in our District is to inform the Citizens Advisory Council about our current emphasis on improvement of student reading competency and receive any advice on future direction in developing reading literacy for all students who graduate from our eleven high schools. This prospectus is also in response to a District Board of Education directive to establish a District reading advisory group. It is an attempt to briefly outline the steps in the development of reading programs, the basis for the programs and the plans for further development of student skills in reading.

BACKGROUND INFORMATION

The Phoenix Union High School District began providing reading instruction to students in 1954. At first the reading programs served only a small population of severely retarded readers at certain schools, but with the supplemental help of Title I money in 1966, freshmen students at Carl Hayden, South Mountain and Phoenix Union were given at least one semester of reading improvement as a sixth subject in lieu of study hall. This program was successful but had a limiting factor in that only freshmen students in the three named schools could be adequately helped to improve their literacy. In the late 1960's all eleven high schools in the district offered at least one remedial reading class for the severely retarded readers.

NATIONAL RIGHT TO READ EFFORT - AN IMPETUS FOR CHANGE

In 1969 Dr. James E. Allen, Commissioner of Education, established a National Right to Read Effort. A ten year national goal for eliminating illiteracy was established. The goals stated that by the end of the 1970's, 99% of the sixteen-year old student population would be functionally literate, and 95% of the adult population would have the reading skills necessary to work productively in our society.

STATE OF ARIZONA'S RESPONSE

Taking affirmative action to the National Right to Read Effort, the State Department of Education established a fifteen member Ad Hoc Committee to develop and implement a State Right to Read Effort. One accomplishment of the State effort is the Policy of the State Board of Education on Reading established in July, 1971. This policy in part states that students graduating from high school in 1975 and thereafter shall have at least a ninth grade reading ability as established by the local school district. Another accomplishment of the State effort is the nomination of twenty-three school districts during the 1973-74 school year as Phase I Arizona's Right to Read sites. The Phoenix Union High School District reading program was named one of the exemplary sites in the State this year.

PHOENIX UNION HIGH SCHOOL DISTRICTS' RESPONSE

Responding to the State and National effort, the Phoenix Union High School District Board of Education established a five-phased reading improvement program starting with the 1971-72 school year. The three reading program phases which have already been in existence include:

Phase I - 1971-72 School Year

1. Established District supported reading programs for all freshmen at Phoenix Union, Carl Hayden and South Mountain.
2. Tested all entering ninth grade students in the District with a standardized reading test.
3. Piloted an interdisciplinary reading program at West High School.
4. Established a student tutoring program at West High School.
5. Hired a Reading Supervisor.

Phase II - 1972-1973 School Year

1. Allowed one semester of reading for English credit for every freshmen.
2. Developed a minimal reading proficiency test and tested all freshmen and sophomores in the District.
3. Established a 75% mastery level in twelve basic reading skill areas as the minimal standard for high school graduation.
4. Required all sophomores who fail four or more skill areas to take at least one semester of reading each year.
5. Established reading departments apart from English to serve the total student reading needs.
6. Piloted additional reading resource teacher programs to help all subject area teachers teach reading.

Phase III - 1973-1974 School Year

1. Developed self instructional reading units to assist students in passing the twelve skill areas of the Minimal Reading Proficiency Test.
2. Provided at least one instructional aide at each school to help the severely retarded reader.
3. Developed a student test file at District level that shows student progress in passing the twelve reading areas.

4. Established a uniform reading record keeping system at each school.
5. Initiated additional student tutoring programs at Phoenix Union and Alhambra High Schools.
6. Assisted the thirteen elementary school districts in the development of a junior high reading mastery test.

READING PROGRAM COSTS IN THE DISTRICT

On November 13, 1973 the Phase II Reading Program was reviewed by the Phoenix Union High School Board of Education. A summary analysis of each reading program was presented to the Board.* For the nine schools reporting, the per pupil district cost for reading for the 1972-73 school year ranged from \$31.23 to \$67.18 with an average cost of \$45.40 per pupil. The Title I supplemental clinical reading program per pupil costs for the 1972-73 school year ranged from \$116.54 to \$137.32 with an average cost of \$128.38. These costs include direct costs such as teachers' salaries and the purchase of equipment and supplies.

ADDITIONAL GOALS FOR IMPROVED READING INSTRUCTION - PHASE IV AND V

Expanding the effort to be accountable for the basic skill proficiency of students, the Phoenix Union High School Board of Education has established minimal standards for math proficiency starting with the graduating class of 1977 and plans to establish basic writing standards in the near future. Therefore, basic skills reading programs which cost additional money will be thoroughly scrutinized for cost accountability and the greatest help to the greatest number of students. Recently submitted curriculum proposals in reading focus on two major goals:

1. Establishment of tutoring programs which will train students and adults in the techniques of teaching reading to individual students.
2. Establishment of interdisciplinary reading resource programs where reading teachers work with all subject matter teachers to help them integrate reading skills into their subject matter classes.

SUMMARY AND CONCLUSIONS

Since September, the District has completed testing some 6,000 high school freshmen to determine where they are and where they need help in basic reading skills. The results** indicate that some 18% passed all 12 skill areas, 43% passed 9-11, and 39% passed fewer than nine skill areas.

* See Appendix for School Reports

** See Appendix for MRPA Test Results 1973

- . Reading skill areas where students are doing well are -- using context to find the meaning of unknown words; knowing how to use a table of content and index; being able to draw conclusions from main ideas, and picking out details used to support main ideas.
- . Reading skill areas where students need the most help are -- making use of charts, graphs, tables; following written directions; drawing conclusions from details; and seeing how ideas tie together.

Some of the current resources available to meet the reading needs of students include required sophomore and junior reading courses, learning packets for students in 12 skill areas which can be used at home, and computer-assisted instruction. Our District has committed itself to assure that students graduating in 1975 and thereafter will have the basic reading skills necessary to become a functional reader in our society. The advice of the Citizens Advisory Council on additional directions to help improve District reading programs is appreciated.

BASIC SKILLS
IN THE
PHOENIX UNION HIGH SCHOOL SYSTEM



Prepared by

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Communication Arts Supervisor

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AMENDMENTS TO

TITLE 15

EDUCATION CODE

1972

(Chapter 1, Art. 1)

§ 15-101. Meetings; majority required for validation; expenses of members; immunity

A. The state board of education shall hold four regular meetings annually at times it directs. Special meetings may be held on the call of the presiding officer.

B. Concurrence of a majority of all members of the board is necessary for validation of an act of the board.

C. Members shall be allowed travel expenses and reimbursement for subsistence, as provided by title 38, chapter 4, article 2, to be paid upon claims approved by the superintendent of public instruction, as other claims against the state are paid, from the appropriation for the board authorized in the general appropriation bill.

D. Members of the board are immune from personal liability with respect to all acts done and actions taken in good faith within the scope of their authority during duly constituted regular and special meetings with approval of a majority of the board. As amended, Laws 1972, Ch. 109.

§ 15-102. Powers and duties

The state board of education shall:

1. Adopt and use an official seal in the authentication of its acts.
2. Keep a record of its proceedings.
3. Make rules and regulations for its own government.
4. Determine the policy and work undertaken by the board.
5. Appoint, on the recommendation of the superintendent of public instruction, employees of the board.
6. Make rules and regulations for the government of the employees of the board.
7. Prescribe the duties of employees of the board when not prescribed by law.
8. Delegate to the superintendent of public instruction the execution of policies decided upon.
9. Recommend to the legislature changes or additions to the statutes pertaining to schools.
10. Prepare, publish and distribute reports concerning the educational welfare of the state.
11. Devise plans for the increase and management of the state school fund and prepare a budget for expenditures necessary for proper maintenance of the board and accomplishment of its purposes, and present the plan and budget to the legislature.
12. Ascertain that the school laws are properly enforced.
13. Aid in the enforcement of laws relating to schools, health, compulsory education, child labor and child conservation.

14. Exercise general supervision over and regulate the conduct of the public school system.

15. Prescribe and enforce a course of study in the common schools.

16. Prescribe the subjects to be taught in all common schools.

17. Prescribe a list of optional subjects to be taught in all common schools. The list shall include manual training, household economics, kindergarten and such other subjects as the board determines.

18. Prescribe textbooks for the common schools, and shall prepare a list of not less than three nor more than five textbooks for each grade and each subject taught in the common schools for the selection by the school district of one book from such list for each student, except that for courses which do not require that each student have a book other than for classroom instruction the district need only purchase one book for each student in the largest group which would be receiving classroom instruction at any one time. The books or instructional matter so selected shall be purchased by the school district direct from the publisher as provided in this title. Textbooks selected pursuant to the provisions of this title shall not be changed during the next five years.

19. Determine the number of credits necessary for graduation from high school.

20. Supervise and control the certification of teachers and prescribe rules and regulations therefor. "Teacher", as used in this paragraph, means a person engaged in instructional work directly, as classroom, laboratory or other teacher, or indirectly as supervisory teacher, speech therapists, principal or superintendent, in a public common or high school or other educational institution below college or university level.

21. Supervise and control the qualifications of professional nonteaching school personnel and prescribe standards relating to qualifications.

22. Charge the fees prescribed in section 15-103 for the issuance or renewal of teachers' certificates. The fees received shall be remitted to the state treasurer who shall deposit them in the state school fund to the credit of the state board of education.

23. Revoke all certificates or life diplomas for immoral or unprofessional conduct or for evident unfitness to teach.

24. Prescribe, in consultation with the auditor general, a uniform system of records and accounting.

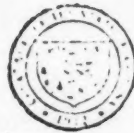
25. By June 30, 1975, in cooperation with all local school districts, develop, establish, and direct the implementation of a continuous uniform evaluation system of pupil achievements in relation to measurable performance objectives in basic subjects. The board shall assist in the development of alternate learning procedures to help pupils attain their individual learning expectancy levels based on intelligence factors, achievement factors and teacher evaluation. Basic subjects shall be defined for these purposes as reading, writing, and computation skills. As amended, Laws 1972, Ch. 111 and Ch. 168.

• (Chapter 1, Art. 2)

§ 15-124. Salary and travel expenses

The salary of the superintendent shall be twenty-four thousand dollars per year. The superintendent shall be reimbursed for travel expenses actually incurred in the performance of his duties, as provided for public officers and state employees in title 38, chapter 4, article 2. As amended, Laws 1972, Ch. 55

W. P. SHOFSTALL, PH.D.
SUPERINTENDENT



Arizona
Department of Education
1535 WEST JEFFERSON
PHOENIX, ARIZONA 85007
271-5196

Continuous Uniform Evaluation System -- Plan Outline

I. Local and State responsibilities

A. Local (School Districts)

1. Establishes goals and specific curriculum objectives in reading, writing, and computation skills -- November 1974.
2. Establishes interim assessment instrument for specific curriculum objectives -- December 1974.
3. Drafts alternate learning procedures for instructional programs for all students. Defines basic learning procedure employed for each student -- February 1975.
4. Reports to State Board on Continuous Uniform Evaluation System (CUES) plan to be pilot tested during next school year -- May 1975.
5. Implements districtwide CUES for each/every student in the district as follows: a) individualized assessment survey to determine each student's position on continuum; b) appropriate placement of student on continuum and progress from that point; c) utilization of interim reference objective assessment as student completes each objective; d) for students not progressing, application of alternate learning procedures -- September 1975.
6. Compiles and distributes cognitive survey data on each student to his teacher and parents.
7. Maintains a cumulative progress report with each student's position in each subject matter -- September 1975.
8. Provides written results of each student's achievement level to his parent or guardian at the end of each year -- June 1976 and thereafter.
9. Submits a summative report to the State Board of Education showing the following:
 - a. The number of students who have accomplished each of the objectives in each of the basic skill areas;

- b. The number of students who have not accomplished each of the objectives in each of the basic skill areas;
- c. The number of students predicted to achieve each of the objectives in each of the basic skill areas -- June 30, 1976 and annually thereafter.

B. State

1. Board of Education

- a. Approves a plan for Continuous Uniform Evaluation System -- May 1974.
- b. Reviews assessment and recommendations for potential policy implications -- July 1976.

2. State Department of Education

- a. Develops a procedural plan for a Continuous Uniform Evaluation System (CUES) -- July 1974.
- b. Prepares an instructional book which outlines the basic features of the system and gives instructions and training guidelines for the school districts -- July 31, 1974.
- c. Develops an "objectives data bank" which contains a series of specific subject matter objectives for each of the following subjects: reading, writing, and computation skills - and for K-12, inclusive. Examples of criterion-references tests in these subject areas are maintained and copies distributed upon request from school districts for adaptation or direct usage -- October 1974 and continuous.
- d. Develops interim assessment test instruments for each specific objective -- November 1974.
- e. Prepares consolidated report of first phase of CUES operation.
- f. Assesses the results of the system's first year of operation and makes recommendations for future modifications and implementation -- August 1976.

II. CUES Model

Attached is a model which depicts Phases I and II of CUES in terms of procedures, responsibilities, and timing.

Attachment

HISTORICAL PERSPECTIVE OF BASIC SKILLS
IN
READING

Phase I - 1971-72 School Year

1. Tested all entering ninth grade students in the District with a standardized reading test.
2. Established District supported reading programs for all freshmen at Phoenix Union, Carl Hayden, and South Mountain.
3. Piloted an interdisciplinary reading program at West High School.
4. Established a student tutoring program at West High School.

Phase II - 1972-73 School Year

1. Developed a minimal reading proficiency test and tested all freshmen and sophomores in the District.
2. Established a 75% mastery level in twelve basic reading skill areas as the minimal standard for high school graduation.
3. Allowed one semester of reading for English credit for every freshman.
4. Established reading departments apart from English to serve the total student reading needs.
5. Required all sophomores and juniors who failed four or more skill areas to take at least one semester of reading each year.
6. Piloted additional reading resource teacher programs to help all subject area teachers teach reading.

Phase III - 1973-74 School Year

1. Provided at least one instructional aide at each school to help the severely retarded reader.
2. Developed a student test file at District level that shows student progress in passing the twelve reading areas.
3. Established a uniform reading record keeping system at each school.
4. Developed self instructional reading units to assist students in passing the twelve skill areas of the Minimal Reading Proficiency Test.
5. Initiated additional student tutoring programs at Phoenix Union and Alhambra High Schools.

Historical Perspective of Basic Skills in Reading - Cont.

Phase IV - 1974-75 School Year

1. To have all seniors graduating after May 1, 1975 (excluding special education and identified learning disability students) pass all sections of the Minimal Reading Proficiency Assessment by January, 1975.
2. To establish in each school Preferred Reading Programs to accelerate student achievement toward minimal literacy.
3. To develop a set of minimal reading objectives, K-12.
4. To have pre-post reading test results on every elementary student in the 6-8 grades.
5. To have pre-post tests developed for K-5 students.
6. To provide in-service in the diagnostic/prescriptive approach to reading in grades 6-9.
7. To monitor reading achievement by computer.
8. To validate the effectiveness of interdisciplinary reading programs.
9. To validate the effectiveness of student and/or adult tutoring programs.

HISTORICAL PERSPECTIVE OF BASIC SKILLS
IN
MATHEMATICS

Phase I - 1972-74 School Years

1. To develop minimal mathematics objectives and criterion tests.
2. To require mathematics basic skills for students graduating in 1977.
3. To add mathematics laboratories at District schools.
4. To develop curricular and teaching strategies which assist students to become proficient in the minimal mathematics objectives.

Phase II - 1974-75 School Year

1. To equip each District school with a mathematics laboratory.
2. To establish remedial mathematics classes at the 10th grade level at all schools.
3. To provide special staffing in the 9th and 10th grade remedial mathematics classes.
4. To provide additional instructional aides to assist students and teachers in the instructional process in the remedial mathematics class.
5. To establish a K-12 Basic Skills Program in mathematics through the intergovernmental agreement in cooperation with the elementary feeder schools.
6. To establish a pilot program for a computerized system to monitor student progress with respect to specific instructional objectives.
7. To initiate individualized instructional programs in mathematics.
8. To improve the procedures for administering the make-up forms of the M2PT.

OBJECTIVES OF PHASE I WRITING

1. To establish the goals for minimal writing proficiency.
2. To determine minimal writing proficiency for the high school graduate in terms of performance objectives.
3. To develop curricular and instructional strategies to enable students to attain at least minimal writing proficiency.
4. To pilot the basic skills writing course to determine if students can accomplish the proposed minimal writing proficiency within the existing structure of the English program.
5. To develop a continuous evaluation system to meet the demands of legislation, the school system, and students and their parents.

GOALS FOR MINIMAL WRITING PROFICIENCY

- I. The student demonstrates the ability to communicate in writing personal feelings and ideas.
- II. The student demonstrates the ability to communicate adequately for social purposes, business/vocational purposes, and scholastic purposes.

INTERGOVERNMENTAL AGREEMENT

Pursuant to ARS 15-102.23: CONTINUOUS UNIFORM EVALUATION SYSTEM, the Greater Phoenix Curriculum Council has set forth to initiate an Intergovernmental Agreement with the fourteen (14) separate school districts for the purpose of providing curriculum and instructional development services for the basic skills program in Reading, Writing, and Computation.

List of Agencies Involved in the Agreement

Agency #1	Alhambra School District	Wendell Wozencraft, Superintendent
Agency #2	Balsz School District	Ralph Shelly, Superintendent
Agency #3	Cartwright School District	Dr. Byron Barry, Superintendent
Agency #4	Creighton School District	Dr. Eugene Hertzke, Superintendent
Agency #5	Isaac School District	Harley Mitchell, Superintendent
Agency #6	Laveen School District	Fred Miller, Superintendent
Agency #7	Madison School District	M. E. Hatter, Superintendent
Agency #8	Murphy School District	J. J. Lindstrom, Superintendent
Agency #9	Osborn School District	Charles L. Whitecraft, Superintendent
Agency #10	Phx. Elem. School District	Dr. Ralph Goitia, Superintendent
Agency #11	Phx. Union Hi. Sch. District	Dr. Gerald DeGrow, Superintendent
Agency #12	Riverside School District	Frank Komadina, Superintendent
Agency #13	Roosevelt School District	Dr. Russell Jackson, Superintendent
Agency #14	Wilson School District	Servando Carrillo, Superintendent

Purpose of the Agreement

Through the cooperation of these agencies, curriculum and instructional development projects would be completed which would include but not be limited to:

- the development of K-12 performance goals and objectives for reading, writing, and computation skills
- the development of diagnostic procedures, including criterion referenced tests, to assess each learner's position relative to the specific objective(s)
- the providing of testing services including bulk purchasing, scoring, and reporting of student progress
- the identification of alternative learning procedures available for use with learners not achieving specific objectives, and specify the resources required to implement these procedures (prescriptive instruction)
- the development of learner achievement data to be provided to each agency member in order to assist them in compiling public or annual reports of student progress

cmt
8/15/74

READING OBJECTIVES

K-12

June 1975

Compiled by the Curriculum and Instructional Development Services
(CIDS), an agency of the Greater Phoenix Curriculum Council

GRADE - KINDERGARTEN

PERCEPTUAL SKILLS

1. Identify position of body parts
2. Identify common objects
3. Match color to color
4. Identify like letters
5. Categorize items
6. Select smallest/largest object
7. Return objects to specific order
8. Demonstrate "in front of/in back of"
9. Point "up/down"
10. Name circle, square, triangle
11. Identify sequence of objects
12. Demonstrate effective oral language
13. Hold pencil correctly
14. Cut specified line with scissors
15. Copy shapes
16. Demonstrate "above/below"
17. Demonstrate "between"
18. Demonstrate "inside/outside"
19. Demonstrate "around"
20. Demonstrate "at the top"

GRADES 1-2

PERCEPTUAL SKILLS

1. Skip across room
2. Catch ball/bean bag
3. Identify sequential order of letters
4. Demonstrate left/right concept - physical
5. Use picture context clues
6. Identify rhyming words
7. Demonstrate left/right concept - manual
8. Identify likeness/difference
9. Identify categories

WORD ANALYSIS SKILLS

10. Identify initial/final consonants
11. Identify plural nouns

VOCABULARY SKILLS

12. Identify basic concepts

COMPREHENSION SKILLS

13. Identify main ideas
14. Identify specific details
15. Identify proper sequences
16. Identify cause/effect
17. Identify inferred conclusions

STUDY SKILLS

18. Demonstrate use of alphabetical order

GRADES 3-4

WORD ANALYSIS SKILLS

1. Identify single consonants
2. Identify consonant blends
3. Identify silent consonants
4. Identify long/short vowels
5. Identify compound words
6. Identify plural nouns
7. Identify contractions
8. Identify verb endings
9. Identify prefixes, suffixes, root words
10. Identify number of syllables

VOCABULARY SKILLS

11. Select appropriate categories
12. Identify synonyms
13. Use context clues

COMPREHENSION SKILLS

14. Identify stated main ideas
15. Identify stated supportive details
16. Identify stated sequences
17. Identify stated cause/effect relationships
18. Identify inferred conclusions

STUDY SKILLS

19. Arrange words alphabetically
20. Follow written directions

GRADES 5-6

WORD ANALYSIS SKILLS

1. Identify consonant blends/digraphs
2. Identify long/short vowels
3. Identify vowel digraphs/diphthongs
4. Identify vowels modified by r
5. Identify prefixes, suffixes, root words
6. Identify the number of syllables

VOCABULARY SKILLS

7. Identify synonyms/antonyms
8. Use context clues

COMPREHENSION SKILLS

9. Identify stated main ideas
10. Identify stated supportive details
11. Identify stated sequences
12. Identify stated cause/effect relationships
13. Identify inferred main ideas
14. Identify inferred conclusions
15. Identify fact/opinion statements
16. Identify relevant/irrelevant data

STUDY SKILLS

17. Arrange words alphabetically
18. Follow written directions
19. Extract data from visual materials
20. Extract data from reference aids

GRADES 7-8

VOCABULARY SKILLS

1. Identify synonyms/antonyms
2. Use context clues
3. Identify prefixes, suffixes, roots

COMPREHENSION SKILLS

4. Identify stated main ideas
5. Identify stated supportive details
6. Identify stated sequences
7. Identify cause/effect relationships
8. Identify inferred main ideas
9. Identify inferred cause/effect relationships
10. Identify inferred conclusions
11. Identify fact/opinion statements
12. Identify relevant/irrelevant data

STUDY SKILLS

13. Follow written directions
14. Extract data from visual materials
15. Extract data from reference aids

GRADES 9-12

COMPREHENSION SKILLS

1. Identify stated main idea
2. Identify stated detail
3. Identify stated cause/effect relationships
4. Identify inferred main idea
5. Identify inferred cause/effect relationships
6. Identify inferred sequence
7. Identify inferred conclusions
8. Identify fact/opinion statements
9. Identify relevant/irrelevant data

STUDY SKILLS

10. Follow written directions
11. Extract information from diagramatic/pictured materials
12. Use dictionary, index, table of contents
13. Identify prefixes, suffixes, roots
14. Use context clues

AMERICAN INSTITUTES FOR RESEARCH

*Center for Research and Evaluation
in the Applications of Technology in Education*

PROGRAM INFORMATION FORM

Identifying, Validating and Multi-Media Packaging
of Successful Reading Programs

A Project sponsored by
The National Right to Read Program
U.S. Office of Education

IMPORTANT NOTICE

Please answer each item carefully and completely
before you return this form. The information you
provide will be used for evaluating your program for
further consideration in this study.

PROGRAM INFORMATION FORM

SECTION I -- Identification Information

Program Title Phoenix Union High School Supplementary Reading Program (1)

Program Director Donald D. Covey, Executive Director for Educational Services (2)

Thomas F. McDonald, Reading Supervisor

Norbert J. Konzal, Director of General Education

Address Gary Mossman, Title I Evaluator
2526 West Osborn Road, Phoenix, Arizona 85017

Telephone Area Code 602 - 258-8771 Extension 320, 330, 327 and 333

Sponsor (school district or other) ESEA Title I (3)

Superintendent or director Gerald S. DeGrow Ed.D.

Address 2526 West Osborn Road, Phoenix, Arizona 85017

Telephone Area Code 602 - 258-8771 Extension 200

Address where your program is operating

Phoenix Union High School - Carl Hayden High School - St. Mary's High School (4)

South Mountain High School - Continuing Education Center

If you know any, please list one or two other school districts or sponsoring institutions where the total program named in Item 1 is being duplicated. (5)

Educational Facility Address and Zip Code

None

SECTION II -- Program Screening Information

In this section, all questions are numbered at the right-hand edge; please answer each by marking the letter X in the appropriate box.

Is cognitive improvement in reading and reading-related skills a major focus of your program?

YES

☒ X

NO

☐

**

(6)

How long has your program been operating continuously?

Less than a year

☐

(7)

At least a year but less than two years

☐

Two years but less than three

☒ X

Three years or more

☐None of these
(If none, indicate why)☐

Do you plan to keep your program operating for at least two more years (through the 1974-75 academic year)?

YES

☒ X

NO

☐

(If no, indicate why not)

(8)

Are evaluation reports (e.g., baseline test data, re-test data, measures of the program's effect) available?

None available and none planned

☐

**

(9)

None available but initial steps taken

☐Available ~~xxxxxx~~ and published to local community & State Educ. Most recent publication Agency prior to 1/1/68☒ X

Most recent publication since 1/1/68

☐

Evaluation data are available for how long?

Three years or more

☐

(10)

More than two years, less than three

☒ X

More than one year, less than two

☐

Only one year

☐

Less than one year

☐

Not available

☐

**

Are the data evaluating your total program approach available for one or more sites?	More than one site (e.g., more than one school)	☒	(11)
	Your site only	☐	
	Not available	☐	

How many participants or individual records are in- cluded in the evaluation?	Less than 10	☐	** (12)
	10 to 29	☐	
	30 to 49	☐	
	50 to 99	☐	
	100 to 199	☐	
	200 to 499	☒	
	500 or more	☐	

** If you marked any one of these boxes, do not complete this form or send program documents.
INSTEAD, please detach the first 3 pages and return them so that your response can be recorded.

What measures have been analyzed to show the success of your program?	Analysis of nationally standardized reading test results	YES ☒	NO ☐	(13)
	Analysis of locally developed reading test results	☐	☐	(14)
	Analysis of nationally standardized general ability measures	☐	☐	(15)
	Analysis of locally developed general ability measures	☐	☐	(16)
	Analysis of other program success indicators (e.g., observations, affective measures, teacher records, questionnaires)	☒	☐	(17)
	Other procedures (Please specify)	☐	☐	(18)
	Measures not yet analyzed	☐	☐	(19)

Are up-to-date program descriptions available (e.g., staff, participants, schedules and activities)?

YES

☒

NO

☐

(1)

The mean test score of the students exceeds a specified norm

YES

☒

NO

☐

(21)

A mean gain over exactly one year is bigger than expected

☐☒

(22)

A mean gain for less than one year is bigger than expected

☒☐

(23)

What kind of improvement or gain by program students was found?

The mean of students in the program exceeds that of comparable students not in the program. No comparable

☐☐

(24)

The mean gain of ^{groups} students in the program is greater than for comparable students not in the program. No comparable groups
Some other improvement, not one of these (Please specify)

☐☐

(25)

☐☐

(26)

No tests of significance were made

☐

(27)

No significant differences found yet

☐

How significant were the statistical results showing the effect of your program?

The program showed differences significant between the 5 and 10 percent one-tailed (10 to 20 two-tailed) level

☐

The program showed differences significant at better than the 5 percent one-tailed (10 percent two-tailed) level

☒

The program showed differences significant at better than the one percent one-tailed (two percent two-tailed) level

☐

By what amount does the annual per-pupil cost of this program exceed that of the regular district program?	Less than \$50	☐	(28)
	\$50 to \$99	☐	
	\$100 to \$199	☒	
	\$200 to \$299	☐	
	\$300 to \$399	☐	
	\$400 to \$499	☐	
	\$500 to \$999	☐	
	\$1000 or more	☐	

For what target population of students is your program designed?		YES	NO	
	Unselected cross section	☐	☐	(29)
	Mentally retarded	☐	☐	(30)
	Bilingual	☒	☐	(31)
	Disadvantaged	☒	☐	(32)
	Physically handicapped (deaf, blind, etc.)	☐	☐	(33)
	Institutionalized	☐	☐	(34)
	Other groups (Please specify below)	☐	☐	(35)

Are 20 percent or more of your program students in any of the following categories?		YES	NO	
	American Eskimo, Aleut, or Indian	☐	☒	(36)
	Black	☒	☐	(37)
	Oriental or Asian	☐	☒	(38)
	Spanish-speaking	☒	☐	(39)
	White	☒	☐	(40)
	All others	☐	☐	(41)

In which area do the majority of the program students live?

Rural and small town
of less than 10,000

☐

(43)

Small city of 10,000-199,000

☐

Small city suburbs

☐

Inner area in large city
of 200,000 or more

☒

Residential area in large city

☐

Suburbs of a large city

☐

What is the average family income
level of students in the program?

Low income (under \$6,000)

☒

(43)

Middle income (\$6,000-\$15,000)

☐

High income (above \$15,000)

☐

Are specific diagnostic tech-
niques or instruments used to:

Determine each student's
level of reading readi- YES
ness or skill (e.g., his ☒ NO
reading grade level)?
(If yes, please specify)

☐

(44)

Iowa Test of Basic Skills

Determine each student's YES
strengths, weaknesses, ☒ NO
and difficulties in lan-
guage and reading skills
(e.g., difficulty with
decoding)?
(If yes, please specify)

☐

(45)

Bond Balow Hoyt Silent Diagnostic
Reading Test

In this program, how many hours
per week are scheduled for the
subject ~~Language Arts~~ Reading.
Language Arts is a separate subject
area.

Less than 2 hours

☐

(46)

2 hours to 3 hours 59 minutes

☐

4 hours to 5 hours 59 minutes
During school year

☒

6 hours to 7 hours 59 minutes

☐

8 hours to 9 hours 59 minutes

☐

10 hours to 11 hours 59 minutes
During Summer

☒

12 hours or more

☐

What summary statistics were used in the analysis of program data?

	YES	NO	
Means or medians	☒	☐	(47)
Standard deviations or variances	☐	☒	(48)
Covariances or correlation coefficients	☐	☒	(49)
Frequency counts, percentages, or proportions	☒	☐	(50)
Significance tests	☒	☐	(51)
Methods not mentioned above (Please specify)	☐	☐	(52)

How large was the estimated program effect on achievement (i.e., the average gain of students in the program over and above the gain expected in a comparison group)?
(If more than one estimation, give the higher figure only.)

One-tenth of a standard deviation unit	☐	(53)
One-fifth of a standard deviation unit	☐	
One-quarter of a standard deviation unit	☐	
One-third of a standard deviation unit	☐	
One-half of a standard deviation unit	☐	
Better than a half SD	☐	
Gain cannot be given this way	☒	

Scores are recorded in grade level equivalency gain.

Which of these factors were taken into explicit account in the analyses of BOTH program AND comparison data?

	YES	NO	
Age	☐	☐	(54)
Sex	☐	☐	(55)
Grade level	☒	☐	(56)
Ethnic proportions in group	☐	☐	(57)

What was the reliability coefficient of the test used to measure reading achievement for this program?

Between .6 and .69

☐

(58)

Between .7 and .79

☐

Between .8 and .89

☒

.9 and over

☐

Given by publishers for standardization group only as over .8

☐

Not yet determined

☐

No such test was used

☐

What percentage of annual attrition or loss of students from the program was allowed for, to correct for bias in statistical analysis (e.g., by eliminating from consideration persons who start the program but do not finish)?

Was 15 percent or more

☐

(59)

Was between 10 and 14.9 percent

☐

Was between 5 and 9.9 percent

☐

Was between 0 and 4.9 percent

☐

No allowance was made for losses

☐

Only students who finished program were counted in the results.

No losses occurred

☐

How similar were the pre- and post-tests used to determine gain in reading skills?

Were identical

☒

(60)

Were parallel forms of a single test

☐

Were consecutive forms from the same source

☐

Were similar in form, but from different sources

☐

Only one test has been applied

☐

Tests were not of reading skills

☐

No tests were applied

☐

SECTION III -- Brief Descriptive Information

In what year did the program begin operation? 1971-72
(Year)

(61)

How many program participants and classes (groups) are there in your program?
If this is a school-based program, indicate enrollment by class and grade level.

(62)

Grade or Other Level	Number of Participants	Number of Classes or Groups
9th Grade Level	250	75
10th Grade Level	76	9
11th Grade Level	12	2
12th Grade Level	13	2

Please list the major instructional strategies used to help clients improve their reading-related skills. Briefly describe, if necessary.

(63)

Diagnostic Prescriptive Reading Approach

Small Group and Individualized Instruction

Computer-Assisted Reading Instruction

Lay Tutors from the community

Are there any major program features (e.g., parent involvement) which are not included in your list of instructional strategies above and are not included in your list of key program objectives in the chart at the end of this questionnaire? If so, please list up to three (3) of these major program features. Briefly describe, if necessary.

(64)

1. Individual school and District Parent Advisory Councils
2. Intensive programming in Reading, Math and English during the Summer School
3. Home visitation and telephone solicitation for non-attenders or irregular attenders.
4. Dissemination of reading progress through student newspapers and parent newsletters.

Please list up to five (5) kinds of materials and/or equipment which are absolutely indispensable for your program, noting their availability as "commercial," "district," "teacher-prepared," "student-prepared," or other appropriate comment.

(65)

<u>Most Essential Items of Materials and/or Equipment</u>	<u>Quantity for 30 Students</u>	<u>Availability</u>
<u>Diagnostic Tests</u>	<u>30</u>	<u>Commercially Available</u>
<u>Variety of Commercially prepared print/non-print materials</u>	<u>5-10</u>	<u>Commercially available</u>
<u>Curriculum Guides (teacher prepared)</u>		<u>Available at each site</u>

Where are program activities physically located? If any special features were provided to suit these facilities to the program, briefly note.

(66)

<u>Location of Program Activities</u>	<u>Special Features</u>
<u>At four school sites</u>	<u>Rooms geared to diagnostic-prescriptive approach</u>

What is the total cost of instructional materials for a class of 30?

(67)

\$ 270.00 for a class of 30, to the nearest dollar

To the nearest dollar, roughly what portion of the funds currently required to maintain the program come from the following sources? Please specify the exact source for each category, e.g., Title III.

(68)

\$ 420,000 Federal Title I includes teacher's aides salaries and materials and equipment.

\$ _____ State _____

\$ _____ Local _____

\$ _____ Private _____

What is the average, annual per-pupil cost for the district's regular school program (i.e., cost per pupil for students outside the special reading program described herein)?

(69)

\$ 1,094.00 , per-pupil cost for regular program

What are the staff requirements for your program?

(70)

Staff Category	# Req'd. for Students	Portion of Time	Special Professional Qualifications for Program	Special Role Performed in Program	Program Requires Inservice Training? If so: For How Many Hours	
					In What Skills?	
ADMINISTRATIVE:	4	1½ full-time equivalencies	Knowledge of Title I legislation, management and evaluation skills	Evaluation Orientation Supervision		
INSTRUCTIONAL: (Certified)	22	100	Reading Specialist Endorsement	Individualized Instruction	Diagnostic Prescriptive approach - management skills - Instructional and curricular reading techniques	40 Hours
PARAPROFESSIONAL:	7	100	Willingness to work with disabled readers	Small Group & individualized reading instruction & record keeping	Techniques of working with disabled readers Instruction & re-Record Keeping Skills	40 Hours
SUPPORT OR SPECIAL RESOURCE: Lay Tutors and Parent Advisory Council			Willingness to work with disabled readers	One to one tutoring & projecting program needs	Techniques of working with disabled readers	20 Hours
OTHER: Outside Consultants		2 days	Subject matter expertise	In-Service		

What are the specific objectives of the program and how are these desired outcomes assessed? (Your responses should read consistently across columns.) (71)

Major objectives of the program (List the <u>key</u> objectives, even if they cannot be adequately tested or were difficult to measure.)	What assessment techniques and instruments were used to measure student achievement of each objective in Column 1? For example: <u>Test</u> --Specify title, level, form, and developer or publisher <u>Observation</u> --Of what? By whom? <u>Teacher report</u> --Of what? <u>Questionnaire</u> --About what? Answered by whom? <u>Etc.</u>	What were the results? How did the target group perform or change?
1. Increase 70% of target students reading proficiency by one-full year.	1.1 Bond Balow Hoyt Diagnostic Reading Test and Davis Reading Test	1.1.1 Fifty percent of target students serviced achieved criteria.

Return to:

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We would appreciate it if you
would return this form by
First Class mail. Documents
may be sent under separate
cover.